



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2600 W. Knox, Chandler, AZ 85224

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Maureen Sniff
Schedule : 07:00 AM to 04:30 PM
Grades : Pre-K-6
Web Address : www.chandler.k12.az.us/goodman-elementary
Phone Number : (480) 812-6900
Fax Number : (480) 812-6920
E-mail : sniff.maureen@chandler.k12.az.us

Mission

The Chandler Traditional Academy program was founded on the principle that parents and staff shall work together as partners to provide an education that encourages students to pursue academic excellence to the best of their ability.

The CTA program emphasizes a back-to-basics curriculum and high expectations for achievement in academics, behavior and dress. Parents, students and staff are responsible for and committed to supporting CTA programs, standards, rules and policies.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will meet state standards in mathematics in the following strands: Number Sense/Operations, Data Analysis/Probability, Patterns/Algebra, Geometry/Measurement, and Structure/Logic.
- ü Students will meet state standards in reading in the following three areas: Reading Process, Comprehending Literary Text, and Comprehending Informational Text.

Enrollment

October 1, 2005 School Year Student Enrollment : 554
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 109

Chandler Traditional Academy-Goodman Elementary

Instructional Programs

- Ü Technology Applications
- Ü Critical Thinking Skills
- Ü On-site Special Education
- Ü Second Step violence Prevention
- Ü Priority Preschool
- Ü All Day Kindergarten
- Ü Kindersteps
- Ü Band, Orchestra, Chorus

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Goodman is committed to providing the following: a quality education for all students; regular communication to parents; positive, motivating classrooms with high expectations; a safe, orderly campus; and a strong partnership between home and school.

Parents

Parents are encouraged to be involved in their child's learning by: ensuring their child attends school regularly and on time; providing homework support; supporting school policies; and communicating regularly with the school and their child.

Transportation Policy

Goodman students residing within our school boundary of one-square-mile, Ray and Warner; Price and Dobson Roads, walk to school. Students from Palm Trails Apartments are bused. Students attending under open enrollment are transported by parents.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü A+ School of Excellence	2003
Ü Sun Lakes Rotary Teacher of the Month	2004
Ü Chandler Chamber of Commerce Administrator of the Year	2005
Ü Arizona Commission on the Arts Award (99, 00, 01,02)	2003

Chandler Traditional Academy-Goodman Elementary

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	2484	80010	95	97	99	471	465	447	2	5	10	7	11	18	64	53	53	28	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1199	38935	97	97	99	474	466	447	NA	4	9	3	12	19	69	54	55	28	30	17
Male	32	1281	40974	94	96	98	468	465	448	3	6	11	9	11	18	59	52	52	28	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	NC	767	34545	NC	96	99	NC	441	432	NC	12	14	NC	20	24	NC	54	53	NC	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	45	1395	35142	98	97	99	477	479	465	NA	2	5	2	6	11	67	52	56	31	40	28
Students with Disabilities	NC	312	10161	NC	89	93	NC	436	419	NC	15	28	NC	24	28	NC	47	36	NC	14	8
Students without Disabilities	55	2172	69849	95	98	100	472	469	451	2	4	7	7	10	17	62	54	56	29	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	12	727	39029	80	94	98	473	439	432	NA	12	14	8	23	25	50	52	52	42	14	9
Non-Economically Disadvantaged	49	1757	40981	100	98	100	470	476	462	2	2	6	6	7	13	67	53	54	24	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	2477	79438	95	97	98	473	467	451	2	5	9	13	17	24	69	61	56	16	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1201	38775	97	97	99	480	475	457	3	3	7	3	14	22	76	61	58	17	21	13
Male	32	1272	40560	94	96	97	468	460	446	NA	7	12	22	19	25	63	60	54	16	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	NC	763	34297	NC	95	98	NC	440	434	NC	12	14	NC	30	31	NC	51	50	NC	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	45	1391	34887	98	97	98	479	482	471	2	2	4	9	9	15	69	66	63	20	23	18
Students with Disabilities	NC	303	9588	NC	86	88	NC	431	416	NC	18	30	NC	32	32	NC	45	34	NC	5	5
Students without Disabilities	55	2174	69850	95	98	100	473	472	456	2	3	7	15	15	23	67	63	59	16	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	12	727	38685	80	94	97	471	437	435	NA	12	14	8	32	32	83	50	50	8	5	5
Non-Economically Disadvantaged	49	1750	40753	100	98	99	474	480	467	2	2	5	14	11	16	65	65	62	18	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	2518	79971	95	98	99	439	444	423	3	4	8	30	27	41	64	65	49	3	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1214	38974	97	98	99	454	457	437	3	3	5	17	20	33	72	72	57	7	6	4
Male	32	1300	40895	94	98	98	426	432	410	3	5	10	41	34	47	56	58	41	NA	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	NC	776	34481	NC	97	99	NC	424	410	NC	7	10	NC	36	46	NC	55	43	NC	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	45	1415	35150	98	99	99	442	453	437	4	2	5	20	22	35	71	70	56	4	5	5
Students with Disabilities	NC	339	10258	NC	96	94	NC	406	377	NC	12	23	NC	47	51	NC	40	25	NC	1	1
Students without Disabilities	55	2179	69713	95	98	100	440	450	429	4	3	5	27	24	39	65	69	52	4	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	12	738	38994	80	95	98	442	420	409	NA	8	10	50	39	47	42	51	41	8	2	1
Non-Economically Disadvantaged	49	1780	40977	100	100	100	439	454	437	4	3	5	24	22	34	69	71	56	2	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Chandler Traditional Academy-Goodman Elementary

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2509	80147	97	98	99	496	508	482	4	5	11	15	10	17	48	45	49	32	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1186	39281	100	98	99	493	509	483	9	4	9	11	9	17	46	44	50	34	43	24
Male	36	1320	40780	92	97	98	498	506	482	NA	6	12	19	10	17	50	46	48	31	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	17	756	33494	100	98	99	498	482	466	NA	10	15	18	19	23	47	48	49	35	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	NC	23	4117	NC	96	96	NC	471	456	NC	17	19	NC	13	27	NC	52	46	NC	17	8
White	46	1453	36122	98	97	99	500	521	501	4	2	5	11	5	10	48	44	50	37	50	35
Students with Disabilities	10	335	10295	83	89	92	NA	469	443	NA	17	33	NA	22	26	NA	45	33	NA	16	8
Students without Disabilities	61	2174	69852	100	99	100	503	513	488	3	3	7	11	8	16	48	45	51	38	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	13	689	38371	87	96	97	501	475	465	NA	11	15	15	20	23	54	52	49	31	17	13
Non-Economically Disadvantaged	58	1820	41776	100	98	100	494	520	498	5	2	6	16	5	11	47	42	49	33	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2503	79686	97	97	98	484	486	470	7	7	11	20	16	24	61	64	57	13	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1183	39163	100	98	99	489	492	475	6	5	9	17	14	22	60	66	60	17	15	10
Male	36	1317	40438	92	97	97	478	480	465	8	8	13	22	18	25	61	62	54	8	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	17	752	33299	100	98	98	475	459	452	6	16	17	24	27	32	65	52	47	6	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	NC	23	4087	NC	96	96	NC	445	446	NC	9	16	NC	52	38	NC	39	44	NC	NA	2
White	46	1452	35914	98	97	98	492	500	489	7	2	5	13	10	15	63	70	67	17	18	14
Students with Disabilities	10	330	9808	83	88	87	NA	447	432	NA	22	35	NA	30	32	NA	41	30	NA	6	3
Students without Disabilities	61	2173	69878	100	99	100	490	491	475	5	4	8	16	14	23	66	68	61	13	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	13	685	38095	87	96	97	481	452	452	8	17	17	23	31	32	62	50	48	8	2	3
Non-Economically Disadvantaged	58	1818	41591	100	98	99	484	498	486	7	3	6	19	10	16	60	70	65	14	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2539	80372	97	99	99	485	492	475	4	2	4	18	20	30	76	74	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1200	39452	100	99	99	498	503	488	3	2	3	14	13	22	80	80	72	3	5	3
Male	36	1336	40836	92	98	98	472	482	464	6	3	6	22	27	37	72	68	56	NA	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	17	763	33608	100	99	99	495	471	462	NA	4	6	24	31	36	76	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	NC	23	4128	NC	96	97	NC	468	464	NC	4	4	NC	35	39	NC	61	56	NC	NA	1
White	46	1474	36213	98	99	99	479	502	489	7	1	2	15	14	22	76	80	72	2	5	3
Students with Disabilities	10	357	10526	83	95	94	NA	455	427	NA	5	15	NA	50	53	NA	45	31	NA	1	1
Students without Disabilities	61	2182	69846	100	99	100	493	497	482	3	2	3	13	15	26	82	79	69	2	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	13	696	38521	87	97	98	492	465	461	NA	4	6	15	38	38	85	57	55	NA	1	1
Non-Economically Disadvantaged	58	1843	41851	100	100	100	483	502	489	5	1	3	19	14	22	74	80	72	2	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2492	79306	97	98	99	519	526	504	5	6	13	13	11	20	57	52	49	24	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1246	38845	98	97	99	512	527	505	5	6	11	15	10	20	60	53	50	20	31	18
Male	35	1243	40383	97	98	98	527	525	504	6	7	14	11	12	19	54	51	47	29	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	13	722	32673	100	98	99	495	502	487	8	11	18	23	20	25	69	53	46	NA	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	49	1400	36234	98	97	99	524	537	523	6	3	6	10	6	13	55	53	52	29	38	28
Students with Disabilities	NC	352	10286	NC	88	91	NC	476	462	NC	27	41	NC	28	27	NC	38	27	NC	8	5
Students without Disabilities	67	2140	69020	97	99	100	522	533	510	3	3	9	12	8	18	61	54	52	24	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	13	673	37437	87	97	97	495	499	486	15	12	19	23	22	26	54	53	46	8	13	9
Non-Economically Disadvantaged	62	1819	41869	100	98	100	524	536	521	3	4	7	11	7	14	58	52	51	27	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2499	79000	97	98	98	502	504	489	1	6	10	21	16	24	65	65	58	12	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1252	38774	98	98	99	502	510	494	3	4	7	18	13	22	68	68	61	13	15	10
Male	35	1244	40150	97	98	98	503	498	485	NA	7	12	26	19	25	63	62	55	11	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	13	719	32508	100	98	98	475	481	472	8	10	15	23	29	33	69	55	49	NA	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	49	1407	36135	98	98	98	509	516	508	NA	3	4	18	10	14	65	69	67	16	17	15
Students with Disabilities	NC	358	9991	NC	90	88	NC	458	449	NC	23	33	NC	40	36	NC	34	29	NC	3	2
Students without Disabilities	67	2141	69009	97	99	100	504	511	495	1	3	6	19	13	22	66	70	62	13	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	13	672	37234	87	97	97	477	479	472	8	11	15	23	30	33	69	53	50	NA	6	3
Non-Economically Disadvantaged	62	1827	41766	100	98	99	508	513	505	NA	3	5	21	11	16	65	69	65	15	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2528	79611	97	99	99	515	514	496	3	4	7	24	24	37	73	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1263	39016	98	99	99	520	526	511	3	3	4	15	17	29	83	79	66	NA	1	1
Male	35	1262	40519	97	99	98	509	503	482	3	5	10	34	31	44	63	63	46	NA	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	13	726	32855	100	99	99	489	491	481	8	7	10	31	37	43	62	55	47	NA	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	49	1426	36380	98	99	99	523	525	511	2	2	4	18	19	30	80	78	65	NA	1	1
Students with Disabilities	NC	387	10664	NC	97	94	NC	461	440	NC	14	23	NC	53	54	NC	32	22	NC	1	1
Students without Disabilities	67	2141	68947	97	99	100	517	523	504	1	2	4	24	19	34	75	78	61	NA	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	13	679	37626	87	98	98	493	489	479	15	8	10	8	39	45	77	53	45	NA	1	0
Non-Economically Disadvantaged	62	1849	41985	100	100	100	520	523	511	NA	3	4	27	19	30	73	78	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Chandler Traditional Academy-Goodman Elementary

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2387	79327	96	98	98	530	543	518	8	11	19	25	12	20	48	49	46	20	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1181	38961	94	98	98	531	545	520	NA	9	16	27	12	20	57	50	48	17	29	16
Male	35	1202	40295	97	97	97	529	541	516	14	12	21	23	12	19	40	49	44	23	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	14	687	32327	100	98	98	511	510	499	7	22	27	43	21	25	36	45	41	14	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	42	1351	36373	93	97	98	537	558	538	5	5	10	21	7	14	50	52	52	24	36	25
Students with Disabilities	NC	316	9321	NC	88	87	NC	490	467	NC	35	54	NC	23	22	NC	35	21	NC	7	3
Students without Disabilities	61	2071	70006	100	99	100	534	550	524	7	7	14	23	11	19	49	51	49	21	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	14	637	37097	100	97	97	526	504	498	14	26	27	36	22	25	29	43	41	21	10	7
Non-Economically Disadvantaged	51	1750	42230	94	98	99	532	556	535	6	5	11	22	9	15	53	52	50	20	35	24

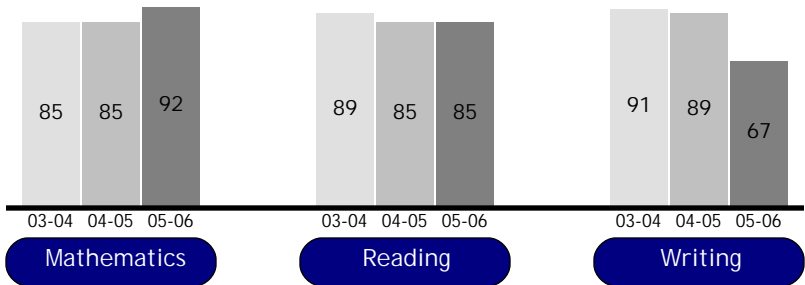
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2389	79501	96	98	98	503	513	497	6	6	10	20	17	25	66	70	60	8	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1180	39062	94	98	99	511	518	502	3	5	8	13	14	23	77	74	64	7	8	5
Male	35	1205	40368	97	97	98	496	508	491	9	7	13	26	21	27	57	65	57	9	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	14	684	32389	100	98	98	486	487	478	7	14	16	29	30	34	64	53	48	NA	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	42	1356	36446	93	98	99	513	526	516	5	2	4	14	10	15	69	78	73	12	9	7
Students with Disabilities	NC	318	9411	NC	88	88	NC	469	453	NC	24	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	61	2071	70090	100	99	100	505	519	502	7	3	7	16	14	24	69	75	65	8	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	14	634	37183	100	96	97	495	481	479	7	17	16	43	32	34	43	49	49	7	2	1
Non-Economically Disadvantaged	51	1755	42318	94	98	99	505	524	513	6	2	5	14	12	17	73	77	70	8	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2426	80000	97	99	99	580	582	564	NA	2	3	5	5	11	85	75	75	11	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1192	39288	94	99	99	590	595	579	NA	1	2	NA	3	6	87	70	77	13	26	16
Male	36	1230	40644	100	99	98	570	569	549	NA	3	4	8	7	15	83	80	74	8	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	14	694	32672	100	99	99	583	557	548	NA	4	4	NA	11	14	100	76	76	NA	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	43	1381	36602	96	100	99	580	593	579	NA	1	2	5	2	7	84	75	75	12	21	16
Students with Disabilities	NC	346	9919	NC	96	93	NC	533	505	NC	5	9	NC	20	35	NC	71	54	NC	4	2
Students without Disabilities	61	2080	70081	100	100	100	581	590	571	NA	1	2	5	3	7	85	76	79	10	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	14	644	37534	100	98	98	577	552	547	NA	4	4	NA	13	15	86	77	76	14	7	5
Non-Economically Disadvantaged	52	1782	42466	96	100	100	580	593	578	NA	1	2	6	3	7	85	74	75	10	22	16

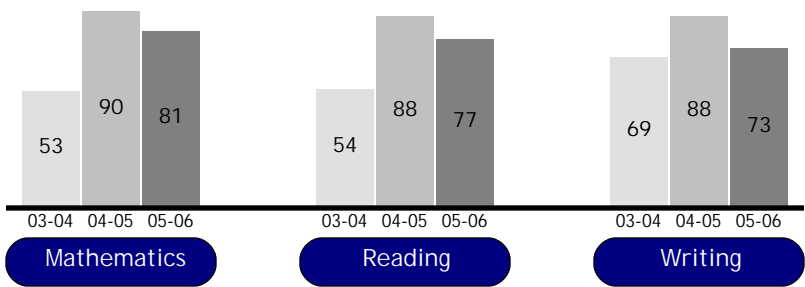
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	67	NA	58	100	54	53	47	100	61	56	46
	Language	97	54	58	50	100	53	52	47	100	63	59	48
	Mathematics	97	71	71	64	100	64	58	50	100	73	65	52
3	Reading	97	64	NA	55	100	59	54	44	97	63	58	46
	Language	97	66	66	61	100	55	52	44	97	59	56	46
	Mathematics	97	69	66	61	100	65	61	51	97	68	63	52
4	Reading	98	68	NA	56	100	57	56	48	97	61	61	52
	Language	100	55	59	52	100	59	56	49	97	59	63	52
	Mathematics	100	68	68	61	100	66	62	53	97	67	72	58
5	Reading	97	61	NA	55	98	56	57	50	99	63	65	56
	Language	97	55	56	49	98	56	58	50	99	65	63	54
	Mathematics	97	70	69	63	98	57	58	49	99	59	65	52
6	Reading	100	72	NA	56	100	56	60	51	97	63	67	56
	Language	100	63	57	48	100	56	55	47	97	59	59	50
	Mathematics	100	79	74	66	100	60	63	52	97	73	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Chandler Traditional Academy-Goodman Elementary

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Promote Family/School Partnerships
- Ü Establish Goals for Site Improvement
- Ü Plan School Events
- Ü Instructional Programs
- Ü Address School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	1	4	0	0
7 to 9 years	4	2	0	0
10 or more years	2	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Full Computer Lab
- Ü Library/Media Center Mini-Lab
- Ü 3 Student Computers in classes

Extracurricular Activities

- Ü Student Council
- Ü Battle of the Books Club
- Ü Math and Reading Clubs
- Ü Running Club
- Ü Chorus
- Ü 6th Grade Math Enrichment
- Ü Basketball

Social Services

- Ü KidsExpress Childcare
- Ü Parent-Teacher Organization
- Ü Group Counseling Services
- Ü Breakfast Program

Chandler Traditional Academy-Goodman Elementary

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Student accomplishments include: District honor band and orchestra; Running Club (District and Regional winners); Elk's Free Throw Contest; and State Punt, Pass, and Kick Contest, Hershey Track Meet Finalists.
- ü Student academic achievements include: District Science Fair Honorable Mention; District and participants in District Battle of the Books, Spelling Bee and Geography Bee.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Goodman Site Council developed a Crisis Plan for any emergency situation which includes staff training. Students experience monthly fire drills and campus lock-downs each semester. Students walk in pairs and are instructed to follow safe procedures. Goodman participates in the Fire Pals program, Fire Safety Month, and other similar programs to teach children how to be safe and make good choices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Maureen Sniff	(480) 812-6900
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Jill Marcelle	(480) 812-6900
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	L. DeVlieger/S. Adams	(480) 812-6900
Student Health/Nurse	Carolyn Dey	(480) 812-6900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.